OCTOBER, 1926 NUMBER 237

SCHOOL OF EDUCATION BULLETIN No. 10

THE UNIVERSITY OF NORTH CAROLINA RECORD

THE SCHOOL *of* EDUCATION

ANNOUNCEMENTS
1926-1927

THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL, N. C.

CALENDAR

1926	
September 8-11	*Wednesday to Saturday.* Examinations for Removal of Conditions. Entrance Examinations.
September 15-16	*Wednesday and Thursday.* Registration for Fall Quarter.
September 17	*Friday.* Fall Quarter begins.
October 12	*Tuesday.* University Day Exercises.
November 24	*Wednesday.* Thanksgiving Recess begins (1:00 P. M.).
November 29	*Monday.* Thanksgiving Recess ends (8:30 A. M.).
December 15	*Wednesday.* Fall Quarter Examinations begin.
December 18	*Saturday.* Fall Quarter ends. Christmas Recess begins.
1927	
January 3	*Monday.* Registration for Winter Quarter completed.
January 4	*Tuesday.* Winter Quarter begins.
February 1	*Tuesday.* Candidates for Mangum Medal Announce Subjects to their Respective Deans.
March 15	*Tuesday.* Winter Quarter Examinations begin.
March 18	*Friday.* Winter Quarter ends.
March 19	*Saturday.* Spring Quarter begins. Registration for Spring Quarter completed.
April 16	*Saturday.* Easter Recess begins (1:00 P. M.).
April 25	*Monday.* Easter Recess ends (8:30 A. M.).
April 30	*Saturday.* Selection of Commencement Orators.
May 30	*Monday.* Spring Quarter Examinations begin.
June 2	*Thursday.* Spring Quarter Examinations end.
June 3-6	*Friday to Monday.* Commencement Exercises.
June 4	*Saturday.* Alumni Day. Meeting of the Board of Trustees.
June 6	*Monday.* Commencement Day.

TABLE OF CONTENTS

The University

PAGE

Calendar, 1926-1927 2
Officers of Administration 4

The School of Education

Officers and Executives 5
The Administrative Board 5
The Faculty 6
Admission to the University 11
Admission Requirements of the School of Education 15
Expenses: Tuition and Other Fees 15
Free Tuition 16
Purposes 17
Curriculum Leading to the Degree of A.B. in Education 17
Academic Requirements 18
Professional Requirements 19
Courses in Other Departments Carrying Professional Credit for Teachers .. 19
Graduate Work in Education: Higher Degrees 20
Library Facilities 20
Training School 20
Courses in Education Given in Residence 22
Extension Classes in Education 29
Correspondence Courses in Education 33
Normal School Courses Given Through Correspondence 35
Miscellaneous Activities 41
- Bureau of Educational Research
- Teachers Bureau
- Orange County Schools
- Educational Information and Assistance
- The Murphey Club

Suggested Courses for Academic Majors 43
Appendix: Training and Certification of High School Teachers 47

154159

OFFICERS OF ADMINISTRATION

The University

Harry Woodburn Chase, Ph.D., LL.D., *President.*
Walter Dallam Toy, M.A., *Secretary of the Faculty.*
Charles Thomas Woollen, *Business Manager.*
Julius Algernon Warren, *Treasurer and Bursar.*
Thomas James Wilson, Jr., Ph.D., *Registrar.*
George Kenneth Grant Henry, Ph.D., *Assistant Registrar.*
Francis Foster Bradshaw, A.B., *Dean of Students.*
Mrs. Marvin Hendrix Stacy, *Adviser to Women.*
Louis Round Wilson, Ph.D., *Librarian.*
Charles Melville Baker, A.M., B.L.S., *Assistant Librarian.*
Russell Marvin Grumman, B.H., *Acting Director of Extension Division.*
Robert Baker Lawson, M.D., *Director of the Gymnasium.*
Robert Allison Fetzer, B.S., M.A., *Director of Athletics.*
Eric Alonzo Abernethy, M.D., *University Physician.*
Harry Fulcher Comer, B.S., *General Secretary, Y. M. C. A.*

THE SCHOOL OF EDUCATION

Officers and Executives

HARRY WOODBURN CHASE, Ph.D., *President of the University.*

NATHAN WILSON WALKER, A.B., Ed.M., *Acting Dean of the School of Education.*

MARION REX TRABUE, Ph.D., *Director of the Bureau of Educational Research.*

MRS. LOUISE COFFEY PICKARD, *Secretary to the Dean.*

JAMES WEBB, *Statistical Assistant, Bureau of Educational Research.*

ALMA HILL JAMISON, *Librarian of the School of Education.*

The Administrative Board

*MARCUS CICERO STEPHENS NOBLE, Pd.D., *Professor of Pedagogy and Dean of the School of Education.*

NATHAN WILSON WALKER, A.B., Ed.M., *Professor of Secondary Education, Director of the Summer School, and Acting Dean of the School of Education.*

EDGAR WALLACE KNIGHT, Ph.D., *Professor of Education.*

MARION REX TRABUE, Ph.D., *Professor of Educational Administration and Director of the Bureau of Educational Research.*

ARTHUR MELVILLE JORDAN, Ph.D., *Professor of Educational Psychology.*

ESEK RAY MOSHER, Ed.D., *Professor of Education.*

JAMES FINCH ROYSTER, Ph.D., *Kenan Professor of English Philology and Dean of the Graduate School.*

ROBERT DIGGS WIMBERLY CONNOR, Ph.B., *Kenan Professor of History and Government.*

HOWARD WASHINGTON ODUM, Ph.D., *Kenan Professor of Sociology and Director of the School of Public Welfare.*

ANDREW HENRY PATTERSON, A.M., *Professor of Physics and Dean of the School of Applied Science.*

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* Relieved of administrative duties since 1921.

FACULTY§

*Marcus Cicero Stephens Noble, Pd.D., *Professor of Pedagogy and Dean of the School of Education.*

Student, Davidson College and University of North Carolina; Pd.D., Davidson College, 1926; Commandant, Bingham School, 1880-1883; Superintendent of Schools, Wilmington, N. C., 1883-1898; Professor of Pedagogy, University of North Carolina, 1898—; Dean of the School of Education, 1913—.

Nathan Wilson Walker, A.B., Ed.M., *Professor of Secondary Education, Director of the Summer School, and Acting Dean of the School of Education.*

A.B.,University of North Carolina, 1903; Superintendent of Schools, Ashboro, N. C., 1903-1905; State Inspector of Public High Schools, 1907-1920; Ed.M., Harvard University, 1921; Professor of Secondary Education, University of North Carolina, 1905—; Director of the Summer School, 1907—; Acting Dean, School of Education, 1921—.

Edgar Wallace Knight, Ph.D., *Professor of Education.*

A.B., Trinity College (N. C.), 1909; A.M., *ibid.*, 1911; Master in History, Trinity Park School, 1909-1911; Fellow in Education, Columbia University, 1912-1913; Ph.D., *ibid.*, 1913; Assistant Professor of Education, Trinity College (N. C.), 1913-1916; Professor of Education, *ibid.*, 1916-1917; Superintendent of Wake County Schools, 1917-1918; Professor of Education, 1919—.

Marion Rex Trabue, Ph.D., *Professor of Educational Administration and Director of the Bureau of Educational Research.*

A.B., Northwestern University, 1911; A.M., Columbia University, 1914; Ph.D., *ibid.*, 1915; High School Principal, Fairbury, Ill., 1911-1912; Hinsdale, Ill., 1912-1913; Instructor in Educational Administration, Teachers College, Columbia University, 1915-17; Assistant Professor of Education, *ibid.*, 1917-1922; Director, Bureau of Educational Service *ibid.*, 1919-1922; Chief Psychological Examiner for United States Army in Camps Taylor and Grant, and Captain, Adjutant General's Office, 1917-1918; Professor of Educational Administration, 1922—; Director, Bureau of Educational Research, *ibid.*, 1923—.

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§ Only members of the Education Staff are listed here. The names of instructors in the academic subjects are given in connection with the list of courses offered in the various academic departments of the University.

* Relieved of administrative duties since 1921.

ESEK RAY MOSHER, A.M., Ed.D., *Professor of Education and Director of Training.*

B.A., University of Minnesota, 1903; A.M., Western Reserve University, 1907; Ed.M., Harvard University, 1921; Ed.D., *ibid.*, 1924; Professor of Mathematics and Commandant, State Normal and Industrial School, Ellendale, North Dakota, 1904-1906; Supervisor of Instruction, Evening School System, Cleveland, Ohio, 1906-1907; Professor of Mathematics, State Normal College of the University of Montana, Dillon, 1907-1921; Vice-President, *ibid.*, 1912-1921; Acting President, *ibid.*, March-September, 1919; Professor of Educational Psychology, State Normal School, Salem, Massachusetts, 1921-1923; Professor of Education, 1923—; Director of Training, 1926—.

ARTHUR MELVILLE JORDAN, Ph.D., *Professor of Educational Psychology.*

A.B., Randolph-Macon College, 1907; A.M., Trinity College (N. C.), 1909; Student, University of Chicago, 1912-1913; Ph.D., Columbia University, 1919; Teacher, Vanderbilt Training School, Elkton, Kentucky, 1907-1908; Principal, Henderson, N. C., High School, 1909-1910; Superintendent, Williamston, N. C., Schools, 1910-1912; Substitute Teacher in Education, Northern State Normal School, Marquette, Michigan, 1913; Principal, DePauw Academy, DePauw, Indiana, 1913-1914; Instructor in Education, University of Arkansas, 1914-1915; Assistant Professor of Education, *ibid.*, 1915-1917; Professor of Psychology and Education, *ibid.*, 1919-1923; Professor of Educational Psychology, 1923—.

PAUL WASHINGTON TERRY, Ph.D., *Professor of Education.*

B.S., Vanderbilt University, 1909; M.A., Columbia University, 1915; Ph.D., University of Chicago, 1920; Head of Department of English, High School, Sherman, Tex., 1911-1914; Instructor in French and German, Mississippi Agricultural and Mechanical College, 1910-1911; Professor of Education, Southern Methodist University, 1915-1917; Assistant Professor of Education, University of Washington, 1920-1924; Professor of Education, 1924—.

WILLIAM JOHN MCKEE, C.E., M.A., *Professor of Education.*

C.E., Cornell University, 1909; M.A., Columbia University, 1919; Ph.D., *ibid.*, (work completed summer of 1926, degree to be conferred 1927); Principal Rang Mahal Elementary and High School, Lahore, India, 1910-1918; Supervisor of Secondary Schools for Boys, Punjab Mission, 1913-1918; Principal, Teachers Training School, Moga, India, 1919-1925; holder of fellowship, International Education Board, 1925-1926; Professor of Education, 1926—.

BENJAMIN ALONZO STEVENS, M.A., *Associate Professor of Education.*

Graduate, La Crosse, Wisconsin, State Normal School, 1912; Ph.B., University of Wisconsin, 1914; Graduate Student, University of Minnesota, 1918-1919; Graduate Student, Columbia University, 1922-1923; M.A., *ibid.*, 1923; Teacher in county schools in Minnesota; Superintendent of Schools, Ouray, Colorado, 1914-1916; Principal, Breck School, St. Paul Minnesota, 1917-1919; Superintendent of Schools, Goodman, Wisconsin, 1919-1921; Instructor in Education, Emory University, Summer Session, 1923; Director of Educational Research, City Schools, Charlotte, N. C., 1923-1924; Assistant Professor of Education, 1924-1926; Associate Professor of Education, 1926—.

CASPER CARL CERTAIN, B.S., M.A., *Associate Professor of the Teaching of English.*

B.S., Alabama Polytechnic Institute, 1906; M.S., (Electrical Engineer) *ibid.*, 1907; M.A., Teachers College, Columbia, 1923; Registrar and Instructor in English, Alabama Polytechnic Institute, 1908-1911; Head of Department of English, Central High School, Birmingham, Ala., 1911-1915; Professor of Rhetoric and Public Speaking, Alabama Polytechnic Institute, 1915-1916; Head of Department of English, Cass Technical High School, Detroit, Michigan, 1916-1920; Assistant Principal and Head of Department of English, Northwestern High School, Detroit, 1920-1922; Department of Supervision, Detroit Public Schools, 1922-1925; Acting Associate Professor of the Teaching of English, University of Wisconsin, 1925-1926; Associate Professor of the Teaching of English, 1926—.

*CARLETON ESTEY PRESTON, Ph.D., *Associate Professor of the Teaching of Natural Science.*

A.B., Harvard College, 1899; A.M., Harvard University, 1900; Ph.D., *ibid.*, 1902; Traveling Fellow, Department of Botany, *ibid.*, 1900-1901; Assistant in Botany, Yale Forest School, 1901-1902; Teacher of Natural Science, Lawrence, Mass., High School, 1903-1907; Sub-Master, Charlestown High School, 1907-1908; Junior Master, *ibid.*, 1908-1910; Junior Master, English High School, Boston, 1910-1925; Master, Head of Science Department, Dorchester High School for Boys, 1925-1926; Associate Professor of the Teaching of Natural Science, 1926—.

ELSA BEUST, B.S., A.M., *In charge of Correspondence Instruction in Elementary Education.*

B.S., Columbia University, 1922; A.M., *ibid.*, 1924; Formerly Teacher in the Public Schools of Dayton, Ohio; Teacher in the Horace Mann School of Columbia University, 1922-1925; Assistant in Elementary Edu-

* On leave, 1926-'27.

cation, Teachers College, Columbia University, 1924-1925; Instructor in Elementary Education, University of North Carolina Summer School, 1923, 1924, 1925; In Charge of Correspondence Instruction in Elementary Education, 1925—.

*ARNOLD KIMSEY KING, A.B. in Ed., *Assistant Professor of the Teaching of History.*

A.B. in Ed., University of North Carolina, 1925; Instructor in Education and Assistant to the Dean of the School of Education, 1925-1926; Assistant Professor of the Teaching of History, 1926—.

*JOHN MINOR GWYNN, A.B., *Assistant Professor of the Teaching of Latin.*

A.B., University of North Carolina, 1918; Graduate Student, *ibid.*, 1926; Teacher, Leaksville, N. C., Schools, 1918; Principal, Leaksville High School, 1919-1920; Principal, Reidsville, N. C., High School, 1920-1924; Instructor in Latin, University of North Carolina, 1924-1926; Assistant Professor of the Teaching of Latin, 1926—.

WILLIAM DOUB KERR, A.B., *Assistant Professor of the Teaching of French.*

Student Davidson College, N. C., 1911-1913; A.B., University of North Carolina, 1915; Fellow in Romance Languages, University of Chicago, 1915-1916; Graduate Student, Columbia University, 1920-1926; Fellow, University of Paris, 1923-1924; Instructor in French and Spanish, Armour Institute of Technology, 1916-1917; Assistant Professor of Romance Languages, University of Richmond, 1920-1921; Instructor in French, Columbia University, 1921-1925; Lecturer in American Literature, University of Paris, 1925-1926; Assistant Professor of the Teaching of French, 1926—.

HOWARD FREDERICK MUNCH, B.S., M.A., *Assistant Professor of the Teaching of Mathematics.*

B.S., Adrian College, 1904; M.A., University of Chicago, 1926; Teacher of Mathematics, Fayette Normal School, Fayette, Ohio, 1904-1905; Teacher of Mathematics and Science, Mason City High School, Iowa, 1905-1907; Assistant Principal and Teacher of Mathematics and Physics, Danville High School, Illinois, 1907-1913; Assistant Principal and Teacher of Mathematics, Danville High School, Illinois, 1913-1918; Director of Part-time Education, Rockford, Illinois, 1918-1922; Superintendent of Schools, Monmouth, Illinois, 1922-1925; Student, University of Chicago, 1925-1926; Assistant Professor of the Teaching of Mathematics, 1926—.

* On leave, 1926-'27.

ALPHONSO GREER GLENN, A.B., *Instructor in Education and Assistant to the Dean of the School of Education.*

Student, Appalachian Training School, 1916-1920 (Diploma); A.B., University of North Carolina, 1925; Principal, Cove Creek High School, Watauga County, 1920-1922; Library Assistant, University of North Carolina, 1924-1925; Principal, Meadow High School, Johnston County, 1925-1926; Instructor in Education and Assistant to the Dean of the School of Education, 1926—.

JAMES PERRIN ANDERSON, A.B., *Assistant in Educational Psychology.*

A.B. Wofford College, 1923; Superintendent, Pendleton Public School, Pendleton, S. C., 1923-1926; Graduate Student, University of North Carolina, Summer of 1925 and 1926; Assistant in Educational Psychology, 1926—.

CHARLES HARLAN PINNER, A.B., *Teaching Fellow in Education.*

Student, Mars Hill College, 1914-1917 (Diploma); Student, University of Montpellier, France, 1919; A.B., Wake Forest College, 1922; Graduate Student, Columbia University, Summer of 1922; Superintendent, Wake Forest Public School, 1922-1926; Teaching Fellow in Education, 1926—.

ADMISSION TO THE UNIVERSITY

Evidence of successful vaccination against small-pox is a prerequisite for the admission of students to this institution. Applicants for admission to any school are hereby informed that a certificate as to successful vaccination must be sent to the Registrar before they can be admitted.

Candidates for admission to the University are received by certificate from accepted schools or by examination.

Entrance By Certificate. Students who present certificates of work accomplished at preparatory schools and colleges may be admitted without examination, provided the certificates are approved. The right to examine, however, is reserved, when such a course is deemed necessary. Certificates must be made out on the printed forms furnished on application to the Registrar, and should be sent in as early as possible in the summer vacation; the uniform entrance certificates of the Association of Colleges and Secondary Schools of the Southern States will also be accepted. Candidates must present themselves in person before the Committee on the Registration of Freshmen during the period of registration.

Entrance By Examination. Entrance examinations are held in September. The University will accept the uniform entrance examination papers of the Association of Colleges and Secondary Schools of the Southern States, provided such papers are properly vouched for and sent sealed to the University for grading. The University will accept also the certificates of the College Entrance Examination Board. Candidates for admission by examination must make application to the Registrar in writing two weeks before the date for registration. Time and place for examinations will be arranged by the Registrar.

Admission to Advanced Standing

A candidate for advanced standing may be admitted to the Sophomore, Junior, or Senior Class, in accordance with the amount and character of his previous training. The examining committee will accept, with proper restrictions, the official report of work satisfactorily completed at a college or university of good standing.

All credits allowed by this committee stand in suspense until the candidate shall have spent one quarter in residence. If his work during this quarter is unsatisfactory, the credits may be cancelled.

In case of students who enter with advanced standing from other institutions the minimum requirements of residence and credits secured in residence are as follows: residence for three quarters within a period of twelve months and a full year's work comprising at least nine courses or the equivalent.

A candidate for advanced standing must send to the Registrar his application accompanied by an official transcript of his previous record at least two weeks before the date for registration. Blank forms may be secured by writing the Registrar. Notice is hereby given that applicants whose records at other institutions do not reach the standard required for the readmission of students at this institution will not be admitted.

Admission of Women

By action of the Trustees in February, 1897, women were made eligible for admission to the Graduate School of this institution. Almost immediately this action was extended so that women were eligible for admission to the two upper classes of the college. Some years later women whose training was found to be sufficient were admitted to the Professional Schools of Law, Medicine, Pharmacy, and later to courses in Engineering. By an extension of this action women are admitted to special courses in work that is not to be obtained in a college for women. Here are included the premedical and predental courses and courses leading to such specialized scientific degrees as those in Chemistry and Geology. In the College of Liberal Arts, the School of Education, and the School of Commerce the University does not admit women students with less than junior standing. To the School of Public Welfare "mature special students" who cannot qualify for junior standing may occasionally be admitted for reasons which must be clear in any individual case.

Entrance Requirements

For admission to the University of North Carolina fifteen units secured by the completion of a four years' high school course are required. The applicant must either present an official certificate showing his preparatory work and the recommendation of his

school, which must be on the list of accredited schools, or stand entrance examinations on an equivalent amount of preparatory work.

It must be clearly understood that admission to the University does not, necessarily, mean admission to candidacy for a degree.

In order for a student to be admitted to candidacy for a degree, he must meet the specific requirements laid down by the school or college in which that degree is conferred. (See *The Catalogue*, pages 50-54). In some cases this will make it necessary for the candidate to carry certain courses as prerequisites over and above the courses prescribed for the degree, or to make up certain deficiencies. These deficiencies must be made good before the student may register for his Sophomore year.

The preparatory student should decide, therefore, as early as possible, for which degree he wishes to become a candidate and carry such courses in his preparatory school as will admit him to candidacy for that degree.

Subjects Accepted for Entrance

English	3 or 4 units
History	4 units
Mathematics	4 units
Greek	3 units
Latin	4.7 units
French	3 units
German	3 units
Spanish	3 units
Botany	1 or 0.5 unit
Chemistry	1 or 0.5 unit
Physics	1 or 0.5 unit
Physiology	0.5 unit
Zoölogy	1 or 0.5 unit
General Science	1 or 0.5 unit
Physiography	1 or 0.5 unit
Drawing	1 unit
Civics	0.5 unit
Vocational subjects:	
Commercial Geography	0.5 unit
General Agriculture	2 units
Bookkeeping	1 unit
Commercial Arithmetic	1 unit
Stenography and Typewriting	1 unit
Manual Training	2 units

Admission to the Graduate School

Holders of bachelors' or higher degrees from standard colleges are admitted to the Graduate School upon presentation of their credentials and without examination. Upon the vote of the Administrative Board other mature persons may be admitted as special students in courses for which they are qualified.

NOTE, that as many as four (4) units in English, four (4) units in history, and two (2) units in agriculture may be accepted. This amount of credit will be allowed only when the Registrar is satisfied that the work done in these subjects at any given school is of a superior order.

NOTE FURTHER: One (1) unit in any of the sciences will be allowed only when satisfactory work is done in the laboratory as evidenced by the notebook, otherwise only one-half (.5) unit will be allowed. In vocational subjects not more than a total of three units will be credited.

THE SCHOOL OF EDUCATION

ADMISSION REQUIREMENTS

The requirements for admission to candidacy for the degree of A.B. in Education are as follows:

English, *a, b, c,*		3 units
History *a,*		1 unit
Mathematics, *a, b, c,*		2.5 units
4 units Required	Greek *a, b,* ..... 2 units	4 units
	Latin *a, b, c, d,* ..... 2 or 4 units	
	German *a,* ..... 2 units	
	French *a,* ..... 2 units	
	Spanish *a,* ..... 2 units	
Electives		6.5 units
Total		15 units

NOTE, that 4 units of foreign language are required for admission to candidacy for the degree of A.B. in Education. This requirement may be satisfied by 4 units of Latin (actually 3.7 as stated in the Catalogue), or by 2 units of Latin and 2 of one other foreign language, or by 2 units each in any two of the foreign languages here listed.

NOTE FURTHER: American History is a required subject for admission to candidacy for the degree of A.B. in Education.

EXPENSES

Every effort is made to reduce to the lowest point the necessary expenses of an education at the University. The entire annual expenses need not exceed $500 and they frequently may be reduced to $400.

TUITION AND OTHER FEES

School of Education:

†Tuition Fee, each quarter	$25.00
*Matriculation Fee, each quarter	12.00
Publications Fee, each quarter	1.66
Laundry Fee, each quarter (a deposit)	8.50
Total, each quarter	$47.16

† The tuition fee required of students who are not residents of North Carolina is $33.34 each quarter.

* This fee includes the gymnasium fee, the library fee, the fee for attendance of the University physician.

Board

Excellent board is furnished at Swain Hall for $22.00 a month. A few students can earn their board by waiting on the tables.

Board without room can be obtained in the town from $22.50 to $35.00 a month.

Dormitory Accommodations

Accommodations for something over thirteen hundred students are available in the University dormitories. For a list of the dormitories see pages 30-31 of the Catalogue.

All rooms in the dormitories are completely furnished. Students will, however, provide their own pillow, bed linen (for single beds) and towels.

Room rent ranges from $5.00 to $9.50 a month for each occupant, the price depending upon the location of the room. This charge includes light, heat and service.

FREE TUITION

By an act of the General Assembly of 1887, free tuition is given to teachers in the schools of North Carolina and to prospective teachers who are residents of the State. In order to secure free tuition, the student applying for the privilege must sign an agreement to teach in North Carolina for at least two years within a period of three years after leaving the University.

Only undergraduates in the School of Education regularly enrolled as candidates for the degree of Bachelor of Arts in Education are eligible for the privilege of free tuition as intending teachers.

This provision for free tuition is administered through the School of Education, and students availing themselves of the opportunity it affords are required to register in this school.

Teachers who have been teaching in the schools of North Carolina for two years or more and are now actively in service who come to the University for further training as *bona fide* teachers are not required to sign the usual teachers' notes, but are given Teachers' Free Tuition Tickets.

All applications for the free tuition privilege for teachers must be made through the Dean of the School of Education and must be approved before the privilege will be granted. This must be attended to before registration.

Each student accepting the teacher's free tuition privilege must complete in the School of Education the number of professional courses required by the State Department of Education for that grade of certificate to which his academic standing would entitle

him. The grades of certificates issued and the academic and professional requirements for each are at present as follows:*

Class of Certificate	College Courses	Professional Courses
A	36 (including)	6
B	27 (including)	4
C	18 (including)	2

PURPOSES

The primary purpose of the School of Education is to prepare young men and young women for the more responsible teaching positions, principalships, and superintendencies. Adequate preparation for such positions is required by statutory provision in all progressive American states. Every state is now spending vast sums of money for the education of the youth of the land. It is one of the primary functions, therefore, of the School of Education in a state university to fit prospective teachers and educational workers for their careers by developing in them the necessary knowledge, attitudes, ideals, and skill for successful teaching and administration.

CURRICULUM LEADING TO THE DEGREE OF A.B. IN EDUCATION†

Modern education postulates that in determining the sort of training a student should get, the following considerations should be taken into account: (1) the student's interests and abilities, (2) the use his training is likely to be to him, and (3) the needs and demands of modern life. The curriculum, therefore, is not the fixed, rigidly prescribed something it once was. There is less emphasis on general disciplinary values and more emphasis on the development of specific traits, individual abilities, and specialized skills. No longer does any single subject, or fixed group of subjects, hold the key to the world's culture, knowledge, or opportunities. These principles are frankly recognized and are incorporated in the curriculum set up by the School of Education leading to the degree of A.B. in Education.

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* For proposed changes in the certification requirements for high school teachers, see *Appendix*.

† This curriculum is now undergoing revision that will bring it more nearly in accord with the new certification requirements recently announced by the State Department of Education. (See *Appendix*.) The revision will be completed in time for publication in the University's next annual catalogue.

The requirements for this degree are, in brief, as follows: First, there is a sharp differentiation between the *academic* and the *professional* parts of the curriculum. Of the thirty-six courses required for the degree, twenty-seven fall in the *academic* group, and nine in the *professional* group. In the Freshman and Sophomore years the academic requirements are very much the same as they are in any good college of Liberal Arts: 3 courses in English, 2 courses in History, 2 courses in Mathematics, 3 courses in one Foreign Language, preferably Latin or French, 2 courses in each of two branches of Natural Science,* one of which must be Physics or Chemistry, 2 courses elective. In the Junior and Senior years, the student takes 4 courses in his major academic field and 2 courses in his minor academic field. Both his academic major and his academic minor must be chosen from branches taught in the high schools. The remaining academic courses are elective. This plan enables the student to lay a broad cultural foundation in the first two years of his college course, and in the last two to specialize in some academic field in which he is interested and has shown that he has some ability. At the end of his course he goes out with a degree of mastery at least in one or two academic fields. Moreover, there is awaiting him the opportunity to put such training to immediate use in the teaching field.

ACADEMIC REQUIREMENTS

The specified academic requirements for the first two years of this curriculum are as follows:

English, 1, 3, 4.
History, 1-2.
Mathematics, 1-2.
Natural Science, 4 courses—2 courses in each of two branches, unless the student prefers to elect 2 foreign languages, in which case only 2 courses in one branch of Natural Science are required.
- Chemistry, 1-2.
- Physics, 1-2.
- Geology, 1-2
- Botany, 1-2.
- Zoölogy, 1-2.
- Botany 1 and Zoölogy 1.

* The student who prefers to offer 3 courses in each of two foreign languages, instead of 2 courses in each of two branches of Natural Science, may do so. In this case, 2 courses in either Chemistry or Physics will satisfy the requirement in Natural Science.

Foreign Language, 3 courses beyond entrance requirements in one language, preferably Latin 1, 2, 3, or French 3, 4, 5. The student may, with the approval of the Dean, offer some other foreign language, as German 3, 4, 21, or Spanish 3, 4, 5, or Greek 3, 4, 5.

The required and elective academic courses for the degree of A.B. in Education are not described in this bulletin. For a description of them, the render is referred to the University Catalogue.†

PROFESSIONAL REQUIREMENTS

Of the nine professional courses required for the degree of A.B. in Education, 4 are prescribed, and 2 are group electives. The remaining 3 courses may, with the approval of the Dean of the School of Education, be chosen in Education, Psychology, or Sociology.

The required professional courses are as follows:*

Education 1—An Introduction to Educational Psychology (or Psychology 1-2).
Education 20—Educational Psychology.
Education 51—Principles of Secondary Education.
Education 52—General Methods in Secondary Education.
Educational History—one course—(Education 26, 36, or 37).
Educational Measurements—one course—(Education 43, 56, 62, or 64).
Elective, 3 courses.

All required professional courses and all elective courses in Education are described in this bulletin.

All courses must be approved by the Dean before they are accepted by the Registrar.

Courses in Other Departments Carrying Professional Credit for Teachers

With the approval of the Dean of the School of Education, certain courses given by other departments of the University may be accepted as *electives* for professional credit toward the degree of A.B. in Education. It must be understood, however, that these courses will not be accepted in lieu of any of the six required professional courses listed above. Attention is called particularly to the following undergraduate courses which may, with the approval of the Dean, be credited as professional electives for the degree of A.B. in Education.

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† See page 43 for Suggested Courses for Academic Majors in the Several Departments.

* These six courses will, in the case of students in the College of Liberal Arts, satisfy the requirements for a major in Education. Also they will satisfy the State's professional requirements for high school teachers' certificates of Class A.

English 91—The Teaching of English in the High School.
Latin 11—The Teaching of Latin in the High School.
Library Science, 1, 2, 3, 5 (½ course each).
Mathematics 51—The Teaching of Mathematics in the High School.
Psychology 1-2—General Psychology—which is interelective with Education 1 as one professional course.
Psychology 22—The Psychology of Learning.
Psychology 26—Child Psychology.
Psychology 30—Social Psychology.
Psychology 40—The Psychology of Personality.
Sociology 1—The Elements of Sociology.
Sociology 2—Principles of Sociology.
Sociology 4—Educational Sociology.
Sociology 10—The Study of Social Problems.
Sociology 24—The Philosophy of Play.

GRADUATE WORK IN EDUCATION: HIGHER DEGREE

The School of Education is prepared to offer a fairly wide range of graduate work as will be seen from the list of courses announced in this bulletin. Graduate students in Education working for advanced degrees, Master of Arts, Master of Science, and Doctor of Philosophy, register in the Graduate School of the University.

LIBRARY FACILITIES

In addition to the library facilities afforded by the General Library, the School of Education has its own departmental library of four thousand bound volumes and several thousand pamphlets, periodicals, and school reports. Here are to be found most of the more important recent books on education printed in English, all the more important educational journals and periodicals, to which the Library is a regular subscriber, and a large collection of state and city school reports. This library is housed in Peabody Hall and is in charge of a trained librarian. In addition to an adequate stack room, there is a well appointed reading room.

The Educational Library is open on week days from 9 A.M. to 1 P.M., and from 2 P.M. to 5 P.M.; and on week day evenings from 7 P.M. to 10 P.M.

TRAINING SCHOOL

The organization of the training school has been made possible through the generosity of the General Education Board of New York. In May, 1926, this Board granted the University an ap-

propriation of $75,000 for a five-year period for the purpose of enabling the School of Education to improve its facilities for the training of high school teachers. The School of Education officials immediately entered into an agreement with the Chapel Hill School Board to make use of the local public high school as the training school for the School of Education. Under this arrangement six departments in the Chapel Hill High School are to be used for purposes of observation, demonstration, and directed teaching. These are the departments of English, mathematics, French, Latin, history, and natural science. The departments of English, mathematics, and French will be in operation for these purposes for the year 1926-'27, and in September, 1927, the departments of Latin, history, and natural science will begin to operate on the same basis.

At the head of each of these departments is to be a member of the School of Education staff who will be assigned to regular teaching duties in the high school, who will conduct in the School of Education courses in the methods of materials of instruction in his particular field, and who will also have charge of the "directed teaching" of students who are preparing themselves for teaching his subject. The six department heads chosen for these positions are shown in the Faculty list in the first part of this announcement. A Director of Training has general supervision over the work of the training school. In the planning and organization of the work of the training school, the School of Education, the Chapel Hill School Board, the superintendent of schools and his corps of instructors are all working in the heartiest sort of coöperation. A more detailed statement of the organization and work of the training school will appear in the next annual catalogue of the University.

COURSES IN EDUCATION GIVEN IN RESIDENCE

NOTE: In the Winter and Spring quarters there are to be offered several new courses in "Methods and Materials of Instruction" in English, Mathematics, and French, and opportunity will be provided for Observation and Directed Teaching in each of these branches. In the Fall of 1927, additional courses of the same general character will be offered in the Social Sciences, Latin, and the Natural Sciences. These will all be described in the University's next Annual Catalogue. A more specific announcement of the courses to be offered for the first time in the Winter and Spring quarters will be made prior to the time of registration for the Winter quarter.

1. AN INTRODUCTION TO EDUCATIONAL PSYCHOLOGY. Sophomore course. Required of all students in the School of Education who do not elect Psychology 1-2.

   Education is viewed in this course as a series of changes in individual pupils. The elementary principles of educational psychology will be illustrated and studied briefly through assigned readings, experiments, and discussion. *Five hours a week. Every quarter.* Credit, 1 course. Professor Jordan.

4. THE THEORY AND PRACTICE OF EDUCATION. Junior and Senior elective.

   A study of the theory and practice of education from the viewpoint of both the teacher and the citizen; the selection of the material of instruction; the development and arrangement of the curriculum for the grammar schools and the high schools. Lectures, textbooks, and assigned readings. *Five hours a week. Winter quarter.* Professor Noble.

20. EDUCATIONAL PSYCHOLOGY. Prerequisite, Education 1 or Psychology 1-2. Required of all students in the School of Education.

    To consider critically different topics, such as the original nature of man, heredity versus environment, kinds of learning and factors influencing learning, individual differences, mental hygiene, mental measurement is the purpose of this course. Texts and lectures. *Five hours a week. Every quarter.* Credit, 1 course. Professor Jordan.

26. PUBLIC SCHOOL EDUCATION IN THE SOUTH. Junior and Senior elective.

    This course gives an historical survey of public school education in Southern States with especial attention to its development in organization, administration, and supervision since 1876. Present-day questions in rural education are studied in the light of their historical development, and attention is given to the educational reorganization needed for the

proper solution of the new rural life problems. Textbook, lectures, investigations, and reports. *Five hours a week. Fall or Spring quarter.* Credit, 1 course. Professor Knight.

29. HISTORY OF EDUCATION IN NORTH CAROLINA. For Graduates and Advanced Undergraduates.

The purpose and development of education in North Carolina as seen in the work of public, private, charity, and church schools. A comparative study of public education in North Carolina and other selected typical states of the American Union. Lectures, discussions, and assigned readings. *Five hours a week. Fall or Spring quarter.* Credit, 1 course. Professor Noble.

31. RURAL EDUCATION. Junior and Senior elective.

A course planned to meet the needs of students preparing to become rural school teachers, principals, supervisors, and superintendents. It gives consideration to the organization, administration, and supervision of rural school education in the United States, with especial emphasis on the present conditions in the South. The county as the unit of administration and support, federal aid and a national program for rural educational work, the application of the principles, agencies, and methods of supervision to the rural school will be studied. Textbooks, lectures, special investigations, and reports. *Five hours a week. Winter quarter.* Credit, 1 course. Professor Knight.

36. HISTORIC FOUNDATIONS OF MODERN EDUCATION. Junior and Senior elective.

This course traces the development of some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contributions of the leading educational theorists, and by institutional practice. It deals with the growth of national systems of education and especially with the extension of popular education in the United States. Textbooks, lectures, investigations, and reports. *Five hours a week. Winter quarter.* Credit, 1 course. Professor Knight.

37. PUBLIC EDUCATION IN THE UNITED STATES. Junior and Senior elective.

The purpose of this course is to present the evolution of the educational practices and institutions of the United States. The elementary school, the secondary school, and the institutions of higher learning will be traced through: (a) The period of transplanting of European institutions; (b) the period of modifications of institutional life to meet new conditions; and (c) the period of development of an educational system of free common schools, high schools, state universities, and technical schools, in harmony with the political and social ideals and institutions of America. Textbook, lectures, investigations, and reports. *Five hours a week. Fall or Spring quarter.* Credit, 1 course. Professor Knight.

41. INTRODUCTORY COURSE IN SCHOOL ADMINISTRATION. Junior and Senior elective.

This course will consider some of the important problems of school administration, especially as these problems bear on the success of the teacher's work. Students without teaching experience, or teachers without a knowledge of administrative problems, should not register for the more specialized courses in the field of administration until after completing this course. Textbook, observations, and discussions. *Five hours a week. Winter quarter.* Credit, 1 course. Professor Trabue.

42. THE ELEMENTARY SCHOOL PRINCIPALSHIP. For Graduates and Advanced Undergraduates.

This course considers the duties, qualifications, and activities of the principal of an elementary school. Textbook, assigned readings, and special reports. *Five hours a week. Spring quarter.* Credit, 1 course. Professor Trabue.

43. ELEMENTS OF STATISTICAL METHODS. Prerequisite, Education 1, or Psychology 1-2. For Graduates and Advanced Undergraduates.

The first meetings in this course will consider various methods of collecting data for educational, psychological, social, and economic investigations. The interpretation of data by graphic and mathematical devices, will be taught chiefly by examples. Numbering, tabulation, the calculation of averages and variabilities, the transmutation of measures, and simple correlations will be included. Students will be required to plan experiments and statistical investigations for the solution of problems in their own fields of interest. Readings, demonstrations, problems, reports, and critical discussion. *Five hours a week. Winter quarter.* Credit, 1 course. Professor Trabue.

46. CLASSROOM MANAGEMENT. Advanced Undergraduates and Graduates. (Not offered in residence, 1926-27.)

A course for prospective teachers on the organization and direction of activities in the classroom as distinguished from the administration of an entire school. Class routine, lesson planning, conduct of the recitation, and extra-curricular activities will be included. Textbook, special readings, observations, and reports. *Five hours a week. Fall quarter.* Credit, 1 course. Professor Trabue.

48ab. (a) THE CLASSIFICATION OF PUPILS. (b) THE SUPERVISION OF INSTRUCTION. For Graduates and Advanced Undergraduates. (Not offered in 1926-1927.)

This course is devoted to a consideration of the various methods and devices for securing a satisfactory classification of pupils and for improving instruction offered by teachers. A good course in educational measurements is prerequisite. Textbooks, investigations, reports, and discussions. *Five hours a week.* Credit, 1 course. Professor Trabue.

s49ab. MEASUREMENTS OF EDUCATIONAL EFFICIENCY. (a) CHILD ACCOUNTING. (b) FINANCE ACCOUNTING. For Graduates and Advanced Undergraduates. (Not offered in residence 1926-27.)

This course for superintendents, principals and supervisors will consider the fundamental principles and purposes of accounting, the various systems now in use in the public schools of North Carolina, and the improvements which are most urgently needed. The printed forms, equipment, labor saving devices, and clerical service required for schools of different sizes will be studied from the standpoint of costs and efficiency. Assigned readings, practical problems, class discussions, and individual reports. Credit, 1 course. *Five hours a week.* Professor Trabue.

51. PRINCIPLES OF SECONDARY EDUCATION. Required of all students in the School of Education. Junior and Senior elective. Prerequisite, Education 1, or Psychology 1-2, and Education 20.

A study of the American high school, its evolution, organization, administration, functions, and problems. Special emphasis will be laid on the public high school in North Carolina. This course is designed especially to meet the needs of those students who are looking toward teaching positions and principalships in secondary schools. Textbook, lectures, assigned readings, and reports. *The Principles of Secondary Education* by Inglis will be used as the basis of this course. *Five hours a week.* Credit, 1 course. Professor Mosher, *Fall quarter.* Professor Walker, *Winter quarter.*

52. GENERAL METHODS IN SECONDARY EDUCATION. Required of all students in the School of Education. Junior and Senior elective. Prerequisite, Education 1, or Psychology 1-2, and Education 20.

This course deals with a general survey of the nature of the secondary school pupil and of the nature of the subject matter taught in secondary schools; a study of the laws of learning which underlie and determine the conduct of the recitation and the management of the class. Considerable attention is given to the types of learning involved in the different high school subjects and economical methods of instruction. Textbooks, lectures, assigned readings, and reports. *Five hours a week. Every quarter.* Credit, 1 course. Professor Mosher.

54. THE PSYCHOLOGY OF HIGH SCHOOL SUBJECTS. (Summer quarter only.)

55. SOCIAL POLICY AND EDUCATION. For Graduates and Advanced Undergraduates.

Fundamental problems in the social and ethical theory of education. Lectures, prescribed readings, essays, and reports. This course deals with problems of social progress from the standpoint of education, attempts to define a social policy for education, and discusses the vital educational issues involved in that policy. *Five hours a week. Fall quarter.* Credit, 1 course. Professor Walker.

56. SUPERVISION AND MEASUREMENTS IN SECONDARY EDUCATION. Senior or Graduate. Prerequisite, Education 1 or Psychology 1-2.

Standard tests for measuring the results of secondary school instruction will be examined and discussed. An effort will be made to give students some familiarity with the methods and scales. *Five hours a week. Fall quarter.* Professor Trabue.

61. PROFESSIONAL COURSE FOR SUPERINTENDENTS. (Summer quarter only.)

62. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION. Senior or Graduate. Prerequisite, Education 1 or Psychology 1-2.

Methods of measuring and improving the results of instruction in the elementary school. As much use as possible will be made of actual measured results. *Five hours a week. Spring quarter.* Credit, 1 course. Professor Trabue.

64. MENTAL MEASUREMENTS. For Graduates and Advanced Undergraduates. Prerequisite, Education 1 or Psychology 1-2.

A study of mental tests both individual and group. The origin of the tests will be first considered followed by a comparative study of the various types of group and individual tests. There will be ample opportunity offered for the actual administration of the tests and the interpretation of the results. *Five hours a week. Winter quarter.* Credit, 1 course. Professor Jordan.

65. METHODS OF INSTRUCTION IN THE FUNDAMENTAL SUBJECTS. For Graduates and Advanced Undergraduates.

This course will deal with specific problems and methods of instructing pupils in those school subjects which have been most widely recognized as fundamental in the education of children. English and mathematics will receive especial attention. Standard tests will be used in the diagnosis of pupils' difficulties. Textbooks, demonstrations, discussions, special reports, readings, projects, and experiments. *Five hours a week. Fall quarter.* Credit, 1 course. Professor Trabue.

101. PROBLEMS IN SECONDARY EDUCATION. Graduate.

This course is intended for advanced students and is primarily a course in investigation. To be admitted to it, a student must have pursued other courses in secondary education. Students who have not taken Education 51 may be admitted only with special permission of the instructor. At the beginning of the course each student is required to select some one problem for special investigation. The problem for investigation may be chosen by the student but must be subject to the approval of the instructor both as to field and method. A thesis will be required of each student. Throughout the year regular class dis-

cussions will be held on various problems in secondary education and assigned readings will be required. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses. Professor Walker.

103. PROBLEMS IN EDUCATIONAL ADMINISTRATION. Graduate.

A graduate course offering opportunity for intensive study and research on selected problems in the field of educational administration. The problems will be selected by the class each year, making it possible for the student to take this course more than once. Prerequisites, Education 40 and 41, or their equivalent. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses. Professor Trabue.

104. PROBLEMS IN EDUCATIONAL MEASUREMENTS. Graduate.

Students who wish to specialize in educational measurements may take this course more than once if desired, for the problems considered will differ from year to year. Prerequisite, Education 62 or 56. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses. Professor Trabue.

110. PROBLEMS IN EDUCATIONAL PSYCHOLOGY. Graduate. Prerequisites, Education 1 or Psychology 1-2, and preferably one other course in Educational Psychology.

A graduate course treating intensively of the fundamental facts of educational psychology. This course is designed for those who intend to major in educational psychology and for all those who wish a thorough grounding in the psychological principles of Education. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses. Professor Jordan.

126. FOUNDATIONS OF EDUCATION IN THE SOUTH. Graduate.

This is a research course in modern educational practices and institutions and is open only to those advanced students who have had Education 26, or Education 36, or its equivalent. Various educational agencies will be studied through investigations, reports, and conferences. *Two hours a week. Fall, Winter, and Spring quarters.* Credit, ½, 1, or 1½ courses.

140. SEMINAR IN EDUCATION. Thesis Course.

This is a course of strictly graduate grade in which there will be taken up such work as is necessary for each student in connection with the writing of his degree thesis. It is intended for those students whose graduate major is in Education, but students whose thesis topics are closely related to Education are invited to attend and to take part in the discussions. The class will meet for two hours each week through the year. *Two hours a week.* Professors in The School of Education.

151. PRINCIPLES OF SECONDARY EDUCATION. Graduate.

A systematic course for graduate students, intended primarily for those who have not had Education 51. This course will embrace a study of the American high school, its evolution, organization, administration, functions, and problems. It is designed primarily for high school principals and graduate students who are looking forward to high school principalships. Textbook, lectures, readings, and reports. A term paper will be required of each student before credit for the course will be allowed. *Five hours a week. Spring quarter.* Credit, 1 course. Professor Walker.

EXTENSION CLASSES IN EDUCATION*

The School of Education is prepared to conduct through the Extension Division extension classes in Education in the cities and towns of the State. The same credit is given for these extension classes as for residence work, provided the University's entrance and other eligibility requirements are met. Groups wishing to organize extension classes should send in their applications early. The minimum number of students for which the Extension Division is willing to organize a class is usually held at fifteen. The request for such a class should be accompanied by a full statement of the probable enrollment, the general type of persons who wish to take the course, how frequently the class wishes to meet, where it will meet, who will have charge of the local organization arrangements, and what particular course is desired.

During the year 1926-'27 Professor Terry will conduct extension classes in Education in the eastern half of the state, and Professors McKee and Stevens will conduct classes in the western half. The members of the School of Education staff doing regular class teaching in residence will be available for a few extension classes in the cities and towns in easy reach of Chapel Hill.

For full particulars, address either the Director of the Extension Division or the Dean of the School of Education.

Courses†

E. 1a. AN INTRODUCTION TO EDUCATIONAL PSYCHOLOGY.
PROFESSOR STEVENS.

This is equivalent to the first half of Education I.

E. 1b. AN INTRODUCTION TO EDUCATIONAL PSYCHOLOGY.
PROFESSOR STEVENS.

This is equivalent to the second half of Education I.

E. 2a. PRINCIPLES OF EDUCATION.
PROFESSOR MCKEE.

This course is introduced to give the student a general introduction to the field of education. It has two main objectives: First, to give information about the school as an institution in modern society; second, to indicate concretely some of the problems of the school and to acquaint the student with the modern scientific approach to such problems. It is designed for any student whether he intends to be a teacher or not.

NOTE: Applicants for graduate credit register for E. 102a.

* For prerequisite courses, grade and classification of correspondence courses, and conditions of credit, see corresponding courses given in residence.

† For detailed descriptions of the courses given in Extension Courses, see descriptions of the courses as given in residence (pp. 22-28).

E. 2b. PRINCIPLES OF EDUCATION.
PROFESSOR MCKEE.
Continuation of E. 2a.

NOTE: Applicants for graduate credit register for E. 102b.

E. 20a. EDUCATIONAL PSYCHOLOGY.
PROFESSOR JORDAN.
First half of Education 20.

E. 20b. EDUCATIONAL PSYCHOLOGY.
PROFESSOR JORDAN.
Second half of Education 20.

E. 20a. PUBLIC EDUCATION IN THE SOUTH.
PROFESSOR KNIGHT.
First half of Education 26.

E. 26a. PUBLIC EDUCATION IN THE SOUTH.
PROFESSOR KNIGHT.
Second half of Education 26.

E. 31a. RURAL EDUCATION.
PROFESSOR KNIGHT.
First half of Education 31.

E. 31b. RURAL EDUCATION.
PROFESSOR KNIGHT.
Second half of Education 31.

E. 36a. HISTORIC FOUNDATIONS OF MODERN EDUCATION.
PROFESSOR KNIGHT.
First half of Education 36.

E. 36b. HISTORIC FOUNDATIONS OF MODERN EDUCATION.
PROFESSOR KNIGHT.
Second half of Education 36.

E. 37a. PUBLIC EDUCATION IN THE UNITED STATES.
PROFESSOR KNIGHT.
First half of Education 37.

E. 37b. PUBLIC EDUCATION IN THE UNITED STATES.
PROFESSOR KNIGHT.
Second half of Education 37.

E. 42a. THE PUBLIC SCHOOL PRINCIPALSHIP.
PROFESSORS TRABUE AND STEVENS.
First half of Education 42.

E. 42b. THE PUBLIC SCHOOL PRINCIPALSHIP.
PROFESSORS TRABUE AND STEVENS.
Second half of Education 42.

E. 45a. THE JUNIOR HIGH SCHOOL.
PROFESSOR TERRY.
History and functions of the reorganization movement. Features and administrative problems of the new organization, such as the subjects of study, educational guidance, extra-curricular activities, qualifications of teachers, buildings and equipment, etc. Assigned texts, readings, lectures, and special reports.

E. 45b. THE JUNIOR HIGH SCHOOL.
PROFESSOR TERRY.
Continuation of E. 45a.

E. 46a. CLASSROOM MANAGEMENT.
PROFESSORS TERRY, STEVENS, TRABUE, MCKEE.
First half of Education 46.

E. 46b. CLASSROOM MANAGEMENT.
PROFESSORS TERRY, STEVENS, TRABUE, MCKEE.
Second half of Education 46.

E. 55a. SOCIAL POLICY AND EDUCATION.
PROFESSORS STEVENS AND TERRY.
First half of Education 55.

E. 55b. SOCIAL POLICY AND EDUCATION.
PROFESSORS STEVENS AND TERRY.
Second half or Education 55.

E. 62a. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION.
PROFESSORS TRABUE, JORDAN, TERRY, STEVENS, MCKEE.
First half of Education 62.

E. 62b. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION.
PROFESSORS TRABUE, JORDAN, TERRY, STEVENS, MCKEE.
Second half of Education 62.

E. 63. PSYCHOLOGY OF ELEMENTARY SCHOOL SUBJECTS.
PROFESSOR JORDAN.
The psychological processes involved in the learning of reading, writing, arithmetic, history, and geography. The application of the laws of learning is made to the arrangement of material within each subject. (This course parallels s 63 in the Summer School catalogue.)

E. 65a. METHODS OF INSTRUCTION IN THE FUNDAMENTAL SUBJECTS.

PROFESSORS STEVENS, TRABUE, OR TERRY.

First half of Education 65.

E. 65b. METHODS OF INSTRUCTION IN THE FUNDAMENTAL SUBJECTS.

PROFESSORS STEVENS, TRABUE, OR TERRY.

Second half of Education 65.

E.102a. PRINCIPLES OF EDUCATION.

PROFESSOR MCKEE.

This is a graduate course corresponding to E. 2a for which only graduate students may register. Extra assignments, intensive work, and a special project must be completed by those who register for the course.

E.102b PRINCIPLES OF EDUCATION.

PROFESSOR MCKEE.

Continuation of E. 102a.

CORRESPONDENCE COURSES IN EDUCATION*

For the year 1926-1927 the School of Education is offering through the University Extension Division the correspondence courses outlined below. Full particulars regarding correspondence instruction may be had by addressing the Extension Division and asking for its literature on this subject.

Courses

c 1a. AN INTRODUCTION TO EDUCATIONAL PSYCHOLOGY. Sophomore course.
PROFESSOR TERRY.
First half of Education 1. 16 assignments. Fee, $8.00.

c 1b. AN INTRODUCTION TO EDUCATIONAL PSYCHOLOGY. Sophomore course.
PROFESSOR TERRY
Second half of Education 1. 16 assignments. Fee, $8.00.

c 20a. EDUCATIONAL PSYCHOLOGY. Junior-Senior Course.
PROFESSOR JORDAN.
First half of Education 20. 16 assignments. Fee, $8.00.

c 20b. EDUCATIONAL PSYCHOLOGY. Junior-Senior course.
PROFESSOR JORDAN.
Second half of Education 20. 16 assignments. Fee, $8.00.

c 26. PUBLIC SCHOOL EDUCATION IN THE SOUTH.
PROFESSOR KNIGHT.
Full course. 25 assignments. Fee, $13.50.

c 31. RURAL EDUCATION.
PROFESSOR KNIGHT.
Full course. 24 assignmentss. Fee, $13.50.

c 36a. HISTORIC FOUNDATIONS OF MODERN EDUCATION.
PROFESSOR KNIGHT.
First half of Education 36. 16 assignments. Fee, $8.00.

c 36b. HISTORIC FOUNDATIONS OF MODERN EDUCATION.
PROFESSOR KNIGHT.
Second half of Education 36. 16 assignments. Fee, $8.00.

* For prerequisite courses, grade, and classification of correspondence courses, and conditions of credit, see corresponding courses given in residence.

c 37a. PUBLIC EDUCATION IN THE UNITED STATES.
PROFESSOR KNIGHT.
First half of Education 37. 16 assignments. Fee, $8.00.

c 37b. PUBLIC EDUCATION IN THE UNITED STATES.
PROFESSOR KNIGHT.
Second half of Education 37. 16 assignments. Fee, $8.00.

c 42a. THE PUBLIC SCHOOL PRINCIPALSHIP.
PROFESSOR TRABUE.
First half of Education 42. 16 assignments. Fee, $8.00.

c 42b. THE PUBLIC SCHOOL PRINCIPALSHIP.
PROFESSOR TRABUE.
Second half of Education 42. 16 assignments. Fee, $8.00.

c 46a. CLASSROOM MANAGEMENT.
PROFESSORS TRABUE AND STEVENS.
First half of Education 46. 16 assignments. Fee, $8.00.

c 46b. CLASSROOM MANAGEMENT.
PROFESSORS TRABUE AND STEVENS.
Second half of Education 46. 16 assignments. Fee, $8.00.

c 51a. PRINCIPLES OF SECONDARY EDUCATION.
PROFESSOR MOSHER.
First half of Education 51. 16 assignments. Fee, $8.00.

c 51b. PRINCIPLES OF SECONDARY EDUCATION.
PROFESSOR MOSHER.
Second half of Education 51. 16 assignments. Fee, $8.00.

c 52a. GENERAL METHODS IN SECONDARY EDUCATION.
PROFESSOR MOSHER.
First half of Education 52. 16 assignments. Fee, $8.00.

c 52b. GENERAL METHODS IN SECONDARY EDUCATION.
PROFESSOR MOSHER.
Second half of Education 52. 16 assignments. Fee, $8.00.

c 62a. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION.
PROFESSORS TRABUE AND TERRY.
First half of Education 62. 16 assignments. Fee, $8.00.

c 62b. TESTS AND MEASUREMENTS IN ELEMENTARY EDUCATION.
PROFESSORS TRABUE AND TERRY.
Second half of Education 62. 16 assignments. Fee, $8.00.

NORMAL SCHOOL COURSES GIVEN THROUGH CORRESPONDENCE

The courses offered in this Division are especially designed in accordance with the uniform teacher-training curricula for obtaining both the Primary C and the Grammar Grade C certificates, including also the Elementary B and A certificates. These curricula were prepared by the State Department of Public Instruction, in conjunction with a committee of summer school directors.

Credit. The courses listed in this Division are primarily for certification credit, but degree credit in the School of Education will be given for some of these courses under certain conditions. Each correspondence course listed in the Normal School Division gives two semester hours' certification credit, with the exception of Writing cn 1 which gives 1½ semester hours' credit. A summer school unit in the uniform curricula done by extension work is seven and one-half semester hours. Upon completion of four approved courses by correspondence instruction (eight semester hours), a teacher will be entitled to one summer school unit for renewal of a certificate or credit for one unit for raising an Elementary Certificate toward a Primary C or a Grammar Grade C. When the nine units of the Uniform Curriculum have been completed, the C certificate will be issued by the State Department.

Fees. For each correspondence course in the Normal School Division the fee is $8.00.

Textbooks. Textbooks are purchased by the students themselves, usually through the Extension Division. When a student has finished a course, the Extension Division will re-purchase the books which are in good condition, provided the Division is not over-stocked with copies. Upon application by the student to the Extension Division, reference books for supplementary reading may be borrowed from the University Library.

Rules. The same rules which govern all correspondence courses offered by the Extension Division apply to courses taken in the Normal School Division. These rules are listed in the first few pages of the correspondence catalogue, and any teacher contemplating

registering for courses in the Normal School Division should read carefully all the pages in the front part of that publication.

Descriptions. No description of any course in the Normal School Division is given in this catalogue. In practically all cases the correspondence courses cover the same work as outlined by the State Department of Public Instruction in *Educational Publication No. 86,* Division of Teacher Training No. 14. Teachers who find it necessary to have a brief description of any course before registering may write to the State Department of Public Instruction for this publication, which is called "Uniform Curricula for Securing Primary C and Grammar Grade C Certificates."

Numbering. The courses offered by correspondence listed in this Division are designated by the "c n" numbers and are not in parenthesis. The numbers and letters in parenthesis have to do with the arrangement of the course in the Uniform Curricula. The Uniform Curricula numbering means as follows: The first digit shows the summer school unit in which the course occurs; the second digit indicates the number of preceding courses in that particular field. The numbers ending with "P" are for Primary Curriculum only; those ending with "G" are for the Grammar Grade Curriculum only; those ending with "X" may be counted toward either curriculum. To illustrate: Education E 55 G—Grammar Grade Arithmetic. The first numeral shows that this course comes in the fifth summer school; the second numeral, that it is the fifth course in Education; and G shows that it is a course in the Grammar Grade Curriculum only. When registering give both the "c n" number of the course and its number and letter in the Uniform Curricula.

Eligibility. The correspondence courses in the Normal School Division are intended only for those teachers who are working toward an Elementary B or A Certificate, or a Primary C or Grammar Grade C Certificate. The holder of a C certificate may not register for any correspondence course in the Normal School Division except with the written approval of the State Department of Public Instruction. Teachers who already hold Primary or Grammar grade certificates, class B or class A, or who hold High School Teachers' certificates, may not under any circumstances take work in the Normal School Division. Such teachers should register for the courses listed in the College Division.

Course Suggestions.

1. Students should never take a course for which they have already received credit.

2. The holder of a Provisional Elementary Certificate issued upon an expired Elementary Certificate in Class B, with no summer school units toward an Elementary Certificate in Class A, should take work from Unit 2 of the Uniform Curricula; if she has credit for one or more summer school units, secured since the original Elementary Certificate in Class B was issued, her courses should be selected from Units 2 to 5 of the Uniform Curricula.

3. The holder of an Elementary B Certificate, issued on the basis of high school graduation and one summer school credit, should take the work as outlined in Unit 2 of the Uniform Curricula.

4. The holder of an Elementary B certificate, issued on an expired Elementary Certificate in Class A, should take the sixth unit of the Uniform Curricula, unless there are courses in that unit for which credit has been received.

5. The holder of an Elementary B Certificate, issued on a year's college credit without professional work, should take professional courses from Units 2 to 5 inclusive of the Uniform Curricula.

6. The holder of an Elementary A certificate, issued on high school graduation and summer school credit, or on one year's college credit, should take work from the last four units of the Uniform Curricula.

For the convenience of persons wishing to secure elementary certificates and those desiring credit for raising or renewing such certificates a copy of the uniform state curricula is given below. Courses offered by correspondence are designated by the numbers "c" or "cn" and are listed on the margin at the left of the numbers in parenthesis.

Courses should be selected either from the primary or grammar grade curriculum. Work should not be taken from both curricula.

DISTRIBUTION OF WORK BY UNITS

I. Primary Curriculum

			Credit Sem. Hrs.
		Unit No. 1	
Not offered	(Ed. 11X)	Introduction to Teaching	2
Not offered	(Ed. 12X)	Elementary School Practice	2
Not offered	(Eng. 11X)	English Composition	2
Not offered	(Phy. Ed. 11X)	Plays and Games (General)	1
		Unit No. 2	
Ed. cn 4	(Ed. 35P)	Special Primary Method (Reading)	2
Eng. cn 2	(Eng. 22X)	English Composition	2
Ed. cn 8	(Ed. 24X)	Introductory School Management	2
Writ. cn 1	(Writing 21X)	*Writing (Skill)	1½

(Nos. 1 and 2 required for Elementary B Certificate).

		Unit No. 3	
Ed. cn 4 (Ready October 15, 1926)	(Ed. 35P)	Special Primary Methods (Language, Story Telling and Dramatization)	2
Eng. cn 3	(Eng. 33X)	English Composition	2
Geog. cn 1	(Geog. 31X)	Principles of Geography	2
Not offered	(Drawing 31X)	*Fundamentals of Drawing	1
		Unit No. 4	
Biol. cn 2 (Ready Nov. 15, 1926)	(Biol. 41X)	General Biology	2
Psyc. cn 1	(Psyc. 41X)	Child Study	2
Hist. cn 2a	(Hist. 41X)	American History	2
Soc. c 24	(Phys. Ed. 24P)	Plays and Games (Primary Grades)	1
		Unit No. 5	
Physiol. cn 1 (Ready Nov. 15, 1926)	(Physiol. 51X)	Personal and School Hygiene	2
Hist. cn 2b	(Hist. 52X)	American History	2
Ed. cn 5	(Ed. 56P)	Primary Number and Projects	2
Not offered	(Music 51X)	Elements of Music	1

(Nos. 1 to 5 inclusive required for Elementary A Certificate).

		Unit No. 6	
Ed. cn 6	(Ed. 67P)	Primary Curriculum	2
Biol. cn 3 (Ready Dec. 15, 1926)	(Biol. 62X)	Biology (Plants)	2
Geog. cn 2 (Ready Jan. 15, 1927)	(Geog. 62P)	Geography and Nature Study for Primary Grades	2
Not offered	(Ind. Arts 61P)	Industrial Arts for Primary Grades	1

* Elective if proficient.

Unit No. 7

Hist. cn 6	(Hist. 73P)	History Material for Primary Grades	2
(Ready Feb. 15, 1927)			
Biol. cn 4	(Biol. 73X)	Biology (Animals)	2
(Ready Feb. 15, 1927)			
Eng. cn 4	(Eng. 74P)	Children's Literature	2
(Ready April 15, 1927)			
Not offered	(Drawing 72P)	Drawing for Primary Grades	1

Unit No. 8

Ed. c 1a	(Psyc. 82X)	Educational Psychology	2
Not offered	(Writing 82P)	Writing (Technique)	1
Not offered	(Ed. 88X)	Observation and Participation (Optional)	1
Not offered	(Geog. 83X)	Types of Industries	2
		Elective	1 or 2

Unit No. 9

Soc. c 10a	(Soc. 91X)	Social Problems or	
Not offered	(Relig. Ed. 91X)	Religious Education	2
Hist. cn 5	(Hist. 94X)	Citizenship	2
Not offered	(Music 92P)	Music for Primary Grades	1
Not offered	(Eng. 95P)	Reading and Speech	2

II. Grammar Grade Curriculum

Unit No. 1

			Credit Sem. Hrs.
Not offered	(Educ. 11X)	Introduction to Teaching	2
Not offered	(Educ. 12X)	Elementary School Practice	2
Not offered	(Eng. 11X)	English Composition	2
Not offered	(Phys. Educ. 11X)	Plays and Games (General)	1

Unit No. 2

Ed. cn 10	(Educ. 23G)	Grammar Grade Methods (Lang., Comp. and Reading)	2
Eng. cn 2	(Eng. 22X)	English Composition	2
Ed. cn 8	(Educ. 24X)	Introductory School Management (Classroom Management)	2
Writ. cn 1	(Writ. 21X)	*Writing (Skill)	1½

(Nos. 1 and 2 required for Elementary B Certificate).

Unit No. 3

Geog. cn 1	(Geog. 31X)	Principles of Geography	2
Eng. cn 3	(Eng. 33X)	English Composition	2
Hist. cn 1	(Hist. 31G)	European Backgrounds	2
Not offered	(Draw. 31X)	*Fundamentals of Drawing	1

* Elective if proficient.

	Unit No. 4	
Psyc. cn 1.....(Psyc. 41X)	Child Study	2
Biol. cn 2.....(Biol. 41X) (Ready Nov. 15, 1926)	General Biology	2
Hist. cn. 2a.....(Hist. 41X)	American History	2
Soc. c 24...(Phys. Educ. 42G)	Plays and Games (Grammar Grades).	1
	Unit No. 5	
Physiol. cn 1...(Physiol. 51X) (Ready Nov. 15, 1926)	Personal and School Hygiene.....	2
Hist. cn. 2b.....(Hist. 52X)	American History	2
Ed. cn 11.....(Educ. 55G)	Grammar Grade Arithmetic.....	2
Not offered.....(Music 51X)	Elements of Music (Optional).....	1

(Nos. 1 to 5 inclusive required for Elementary A Certificate).

	Unit No. 6	
Biol. cn 3.....(Biol. 62X) (Ready Dec. 15, 1926)	Biology (Plants)	2
Hist. cn 4.....(Hist. 63G)	North Carolina History.....	2
Ed. cn 12.....(Educ. 66G)	Grammar Grade Curriculum and Projects	2
	Elective .....1 or	2
	Unit No. 7	
Eng. cn 7.....(Eng. 74G) (Ready Mar. 15, 1927)	American Literature	2
Biol. cn 4.....(Biol. 73X) (Ready Feb. 15, 1927)	Biology (Animals)	2
Geog. cn 3.....(Geog. 72G) (Ready May 15, 1927)	Geography of North American.....	2
Not offered.....(Draw. 72G)	Drawing for Grammar Grades.....	1
	Unit No. 8	
Ed. c 1a.....(Psyc. 82X)	Educational Psychology	2
Geog. cn 4.....(Geog. 83G) (Ready May 15, 1927)	Types of Industries	2
Eng. cn 6.....(Eng. 85G) (Ready June 15, 1927)	Literature for Grammar Grades.....	2
Not offered.....(Educ. 88X)	Observation and Participation.....	1
	Unit No. 9	
Ed. cn 13.....(Educ. 98G)	Methods: Geography and History....	2
Soc. c 10a.....(Sociol. 91X)	Social Problems or	
Not offered (Relig. Educ. 91X)	Religious Education	2
Hist. cn 5.....(Hist. 94X)	Citizenship	2
Not offered.....(Music 92G)	Musical Appreciation for Grammar Grades	1

MISCELLANEOUS ACTIVITIES

BUREAU OF EDUCATIONAL RESEARCH

The Bureau of Educational Research was organized in the School of Education on July 1, 1923, for the purpose of conducting and encouraging scientific research in the public schools of the state of North Carolina. This Bureau serves as a clearing-house for exact information about educational conditions in the state, collects and assembles the results of investigations conducted by other agencies dealing with social work, and carries on independent studies of a scientific nature. Standard scales and tests for measuring the work of the schools may be purchased at cost through the Bureau.

The staff of the Bureau is at present composed of the professors in the School of Education and one Statistical Assistant. The Bureau is equipped to conduct surveys of any phase of school efficiency, and its services are given without charge to public schools in the state. Schools in other states will be charged a reasonable price for services rendered. Correspondence regarding investigations should be addressed to Professor M. R. Trabue, Director of the Bureau of Educational Research.

TEACHERS BUREAU

The School of Education conducts a teachers bureau which is at the service of teachers and school officials without any cost to them whatsoever. The annual registration of teachers runs from 300 to 500, most of whom register with it in the Summer School.

THE HIGH SCHOOL JOURNAL

The *High School Journal* is published eight times a year by the School of Education. All the professors in the school contribute to its columns, as do other members of the University faculty. The subscription price is $1.50 a year. The Editorial Board is composed of the professors in the School of Education.

ORANGE COUNTY SCHOOLS

The School of Education coöperates with the Orange county school officials in the administration and supervision of the public

schools of the county. This phase of our work is conducted by Professor E. W. Knight, who meets regularly with the county board of education to give such expert advice and assistance as the board may need or desire. Professor Knight also serves without pay as Assistant County Superintendent of Schools.

EDUCATIONAL INFORMATION AND ASSISTANCE

The members of the School of Education, by virtue of their close contact with the schools of the State, their wide acquaintance with school officials, and their practical and theoretical knowledge of the State's school problems, are obliged to carry on constantly a rather considerable correspondence. Every year they are called upon by school officials and teachers to answer hundreds of letters of inquiry relating to every conceivable phase of educational administration and school procedure. There is no charge whatsoever for this service.

THE MURPHEY CLUB

The Murphey Club is an informal organization of the students and faculty of the School of Education for the study of current educational problems. The Club holds monthly meetings throughout the college year.

SUGGESTED COURSES FOR ACADEMIC MAJORS IN THE SEVERAL DEPARTMENTS*

ENGLISH

1. FRESHMAN ENGLISH. Required of all Freshmen.

3-4-5. ENGLISH LITERATURE. English 3 is required of all Sophomores and must be followed by either 4 or 5 as the student chooses. The third course may be counted as a Sophomore elective should the student desire the entire sequence, 3, 4, and 5.

For an Academic Major four additional courses, beyond the three required in the Freshman and Sophomore years, are required in the Junior and Senior years. These should be chosen from the following, although certain other courses may be accepted:

21. ADVANCED COMPOSITION.

37. SHAKESPEARE: THE COMEDIES.

38. SHAKESPEARE: THE TRAGEDIES.

51. THE ROMANTIC POETS.

55. VICTORIAN LITERATURE.

60. AMERICAN LITERATURE.

82. PRESENT-DAY ENGLISH.

91. THE TEACHING OF ENGLISH.

HISTORY

1-2. FOUNDATIONS OF MODERN HISTORY. Required of all Freshmen. For an Academic Major four additional courses in History, or in History and Government, are required in the Junior and Senior years. These should be chosen from the following, although certain other courses may be accepted:

3-4 ENGLISH HISTORY.

5-6. ANCIENT HISTORY.

7-8. AMERICAN HISTORY. Strongly recommended to all intending teachers of History.

43,44. MODERN EUROPE.

57,58. CONTEMPORARY AMERICAN HISTORY.

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* In the selection of their academic majors, minors, and electives, students will do well to choose them in accordance with the State Department's new certification requirements. (See *Appendix.*)

GOVERNMENT

1-2. COMPARATIVE GOVERNMENT.

MATHEMATICS

1-2. MATHEMATICAL ANALYSIS. Required of all Freshmen.
For an Academic Major four additional courses are required in the Junior and Senior years. These should be chosen from the following, although certain other courses may be accepted:

3. ANALYTICAL GEOMETRY.

4. DIFFERENTIAL CALCULUS.

5. INTEGRAL CALCULUS, and one of the following:

6. COLLEGE GEOMETRY.

7. COLLEGE ALGEBRA.

12. THEORETICAL MECHANICS.

13. THEORY OF EQUATIONS.

52. ELEMENTARY PROJECTIVE GEOMETRY.

LATIN

1. SELECTIONS FROM CICERO'S ESSAYS. Freshman elective.

2. LATIN POETRY. Freshman elective.

3. POST-AUGUSTAN PROSE. Sophomore elective.
For an Academic Major four additional courses are required in the Junior and Senior years. These should be chosen from the following, although certain other courses may be accepted:

11. TEACHER'S COURSE.

19. CAESAR. Prerequisite, Latin 1-3, and two courses from the following:

15. LATIN LITERATURE.

51. THE LATIN EPIC. A critical study of the *Aeneid* of Vergil.

FRENCH

1-2. ELEMENTARY COURSE.

3-4. CONTINUATION OF COURSE 1-2. Freshman and Sophomore elective.

5. INTRODUCTION TO FRENCH LITERATURE.
For an Academic Major four additional courses are required in the Junior and Senior years, these to be approved by the Head of the Department of Romance Languages and the Dean of the School of Education.

SPANISH

1-2. ELEMENTARY COURSE.

3-4. CONTINUATION OF COURSE 1-2. Freshman and Sophomore elective.

5. INTRODUCTION TO SPANISH LITERATURE.
For an Academic Major four additional courses are required in the Junior and Senior years, these to be approved by the Head of the Department of Romance Languages and the Dean of the School of Education.

GERMAN

1-2. ELEMENTARY COURSE.

3-4. INTERMEDIATE COURSE. Freshman and Sophomore elective.

21. ADVANCED COURSE. Lessing and Schiller.
For an Academic Major four additional courses are required in the Junior and Senior years. These should be chosen from the following, although certain other courses may be accepted:

22. ADVANCED COURSE. Schiller and Goethe.

25-26. WIDE READING IN GERMAN LITERATURE OF THE NINETEENTH CENTURY.

41-42. GOETHE'S LIFE AND WORKS.

43-44. GOETHE'S FAUST.

PHYSICS

1-2. GENERAL PHYSICS.
For an Academic Major four additional courses are required in the Junior and Senior years, as follows:

7. MODERN ELECTRICAL THEORY. (Sophomore year.)

5. HEAT AND THERMODYNAMICS; or

9. OPTICS. (Junior year.)

6. MECHANICS AND WAVE MOTIONS. (Prerequisite, Math. 4); or

8. ADVANCED ELECTRICITY AND MAGNETISM. (Junior year.)
One additional course in the Senior year to be approved by the Head of the Department of Physics and the Dean of the School of Education.

CHEMISTRY

1-2. GENERAL DESCRIPTIVE CHEMISTRY.
For an Academic Major four additional courses are required in the Junior and Senior years. These should be chosen from the following:

31. QUALITATIVE ANALYSIS.

41-42. QUANTITATIVE ANALYSIS.

61-62. ORGANIC CHEMISTRY.

BIOLOGY

ANIMAL BIOLOGY (Zoölogy).

1 (*a*). FUNDAMENTALS OF ANIMAL BIOLOGY. Required accompanying course, Zoölogy 1 (b).

1 (*b*). PRACTICAL STUDIES IN ANIMAL BIOLOGY. Required accompanying course, Zoölogy 1 (a).

2 (a). DEVELOPMENT OF ANIMALS. Prerequisite, Zoölogy, lab.

2 (*b*). INVERTEBRATE ZOOLOGY.

3. COMPARATIVE ANATOMY OF VERTEBRATES; or

4. COMPARATIVE EMBRYOLOGY OF VERTEBRATES.

9. HYDROBIOLOGY

PLANT BIOLOGY (Botany)

1. GENERAL BOTANY.

2. STRUCTURE AND CLASSIFICATION OF SEED PLANTS.

For the person who is to teach Biology in the high school and who majors in Animal Biology, the minor is not open to choice—it must be Plant Biology (Botany). The courses listed above will satisfy the requirements for an Academic Major in Biology for the intending teacher whose primary interest is in Animal Biology (Zoölogy). For the student whose primary interest is in Plant Biology (Botany), certain courses in Zoölogy can be omitted and additional courses in Botany taken instead. In such case the student's program of work for his Academic Major must be approved by both the Department Head and the Dean of the School of Education.

GEOLOGY

1-2. INTRODUCTION TO GEOLOGY.

For an Academic Major four additional courses are required in the Junior and Senior years. The following are suggested. Others may be substituted with the approval of the Head of the Department of Geology and the Dean of the School of Education.

21-22. INDUSTRIAL AND COMMERCIAL GEOGRAPHY.

23. HUMAN GEOGRAPHY.

24-25. ORIGIN AND NATURE OF SOILS.

26. ADVANCED WORK IN PHYSIOGRAPHY.

27. PRINCIPALS OF GEOLOGY.

APPENDIX

TRAINING AND CERTIFICATION OF HIGH SCHOOL TEACHERS*

The reorganization of our high schools calls for changes in the training and certification of high school teachers. In almost all small high schools, that is, high schools having from three to six teachers, practically all teachers should be prepared to teach in two fields. Even Home Economics teachers and teachers of Agriculture, unless they are full-time teachers, should be prepared to teach in at least a second field, although these fields are usually so closely related to the major preparation of these teachers that only minor modifications are required in their usual training. High school teachers should not only be prepared to teach in two high school fields, but these two fields should be such as to permit, in view of the requirements of the curriculum adopted, a rational organization of the school.

In view of the requirements of the curricula recommended for high schools of different sizes, and the suggested organization of schools adopting a given curriculum, the teaching combinations and fields are as follows:

1. English and Latin.
2. English and French.
3. History and one of the following: English, Latin, French, Science, Mathematics.
4. Science and Mathematics.
5. Home Economics.
6. Agriculture.
7. Commercial Education.

This whole scheme contemplates the issuance of high school teachers' certificates based on combinations or groupings of high school subjects as set forth in this bulletin. This will probably become effective as of July 1, 1928.

The minimum training to prepare teachers for each of the foregoing combinations and fields of high school instruction, effective after July 1, 1928, should be approximately as follows:

I. English and Latin Teacher†

A. General Professional Courses‡	*Semester Hours*	
1. General Psychology	3	
2. Educational Psychology	3	
3. Principles of High School Teaching	3	
4. Secondary Education	3	
		12

* Reproduced from *Educational Publication No. 98*, published by the North Carolina State Department of Education, 1926.

† For each certificate graduation from an A grade college is assumed.

‡ Common to all certificates.

B. English		
1. Academic Courses—		
a. Grammar, Oral and Written Speech and Literature ..	6	
b. English Literature	12	
c. American Literature	6	
		24
		Semester Hours
2. Special Professional Courses		
a. Materials and Methods in High School English.....	3	
b. Directed Teaching in High School English (including observation and teaching of not less than 30 class lessons)	3	
		6
C. Latin		
1. Academic Courses—		
(Based on two units of entrance credit).....		*24
2. Special Professional Courses—		
a. Materials and Methods in High School Latin.....	3	
b. Directed Teaching in High School Latin (including observation and teaching of not less than 30 class lessons)	3	
		6
Total required		72
D. Academic Electives		48
Grand total		120

II. English and French Teacher

A. General Professional		12
B. English (See English-Latin Teacher)		30
C. French		
1. Academic Courses—		
(Based on two units of entrance)		24
2. Special Professional Courses—		
a. Materials and Methods in High School French	3	
b. Directed Teaching in High School French (including observation and teaching of not less than 30 class lessons)	3	
		6
Total required		72
D. Academic Electives		48
Grand total		120

* Additional unit of entrance work reduces requirements by six hours.

III. Teacher of History and One of the Following: English, Latin, French, Science, Mathematics

		Semester Hours
A. General Professional		12
B. History		
1. Academic Courses—		
a. Ancient and Medieval	6	
b. Modern European	6	
c. United States History before 1850	6	
d. United States History after 1850	6	
e. Political Science	3	
f. Economics	3	
g. Sociology	6	
		36

		Semester Hours
2. Special Professional Courses—		
a. Materials and Methods in High School History	3	
b. Directed Teaching in High School History (including observation and teaching of not less than 30 class lessons)	3	
		6
C. Second Field		
1. Academic Courses		24 to 36
2. Special Professional Courses—		
a. Materials and Methods in Second Field	3	
b. Directed Teaching in Second Field (including observation and teaching of not less than 30 class lessons)	3	
		6
Total required		84 to 90
D. Academic Electives		30 to 36
Grand total		120

IV. Science and Mathematics Teacher

		Semester Hours
A. General Professional Courses		12
B. Science		
1. Academic Courses—		
a. Biology	12	
b. Physics	12	
c. Chemistry	6	
d. Physical Industrial and Commercial Geography	6	
		36

2. Special Professional Courses—		
a. Materials and Methods in High School Science	3	
b. Directed Teaching in High School Science (including observation and teaching of not less than 30 class lessons)	3	
		6
C. Mathematics		
1. Academic Courses— (Based on two units of entrance)		
a. Solid Geometry and Trigonometry	6	
b. College Algebra	6	
c. Analytic Geometry	3	
		15
2. Special Professional Courses—		
a. Materials and Methods in High School Mathematics ..	3	
b. Directed Teaching in High School Mathematics (including observation and teaching of not less than 30 class lessons)	3	
		6
Total required		75
D. Academic Electives		45
Grand total		120

NOTE: Since the School of Education does not attempt to train high school teachers of Home Economics, Agriculture, and the Commercial Subjects, the requirements for certification of teachers of these subjects are omitted from the foregoing outline.